



**Cambridge Assessment International Education**  
Cambridge International General Certificate of Secondary Education

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**HINDI AS A SECOND LANGUAGE**

**0549/01**

Paper 1 Reading and Writing

**October/November 2018**

MARK SCHEME

Maximum Mark: 60

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

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This document consists of **13** printed pages.

**PUBLISHED****Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks	Guidance
<b><u>Exercise 1, Questions 1–5</u></b>			
<i>Note: Remember that this exercise is marked for content (reading), not language.</i>			
1	अंटार्कटिक अभियान	1	
2	दैनिक जीवन की आदतों को बदलने की/ पर्यावरण की सुरक्षा के नियमों को जीवन में लागू करने के उपाय / उन नियमों को जीवन में लागू करना	1	
3	ताकि एक बार उपयोग करने के बाद उन्हें फेंका नहीं जाए/ प्लास्टिक के बरतन एक बार उपयोग में लाकर फेंक देते हैं रोज़मर्रा के व्यवहार के लिए बर्तन की तरह उपयोग करती हैं। / प्लास्टिक के बर्तन का उपयोग कम करने के लिए।	1	
4	बची हुई दाल से अगले दिन पराठा बना लेती थीं / पुरूद्धार करके उपयोग में लाती थीं।	1	
5	पानी की बचत: मंजन/ स्नान करते समय पानी को व्यर्थ बहने न देना	1	
	बिजली की बचत: टी वी/ कम्प्यूटर आदि का उपयोग करने के बाद उनका स्विच बंद करना	1	

Question	Answer	Marks	Guidance
<b><u>Exercise 2, Question 6</u></b>			
<i>Note: correct spelling is essential throughout the form-filling exercise. The conventions of form-filling (i.e. instructions to tick, circle, delete) must be observed with total accuracy.</i>			
6	(i) 13–14	1	
	(ii) 19 ऐम्हर्स्ट रोड, वैस्ट ईलिंग, लंदन डब्ल्यू 5 3ए आर (ज़रूरी नहीं है कि पता क्रम में हो)	1	
	(iii) ईलिंग अकादमी	1	
	(iv) सप्ताहांत में	1	
	(v) दोपहर 3 बजे से शाम 6 बजे तक	1	
	(vi) हिंदी की परीक्षा में प्रथम स्थान	1	
	(vii) हिंदी का शब्द ज्ञान बढ़ा/ शिक्षिका उसकी प्रगति से प्रसन्न है/ मैं पिछले 3 वर्षों से चर्च हाल में हर शनिवार 10-12 बजे हिंदी सीखने जाती हूँ।	1	

Question	Answer	Marks	Guidance
<b><u>Exercise 3, Questions 7–9</u></b>			
<i>Note: correct responses only apply if they are placed under the correct sub-heading (as detailed below). Remember that this exercise is marked for content (reading), not language.</i>			
7	(i) छोटे बच्चों की अकाल मृत्यु/ प्रति दो मिनट में 900 बच्चों की मृत्यु (कोई तीन बिन्दु स्वीकार करें) (ii) हैजा, टायफायड आदि बीमारियाँ लगना (iii) चिलचिलाती धूप में पानी ढोकर लाना (iv) लड़कियों की पढ़ाई में बाधा	3    [1 + 1 + 1]	
8	(i) पानी का शुद्धीकरण (कोई दो बिन्दु स्वीकार करें) (ii) कुएँ खुदवाना (iii) ट्यूबवेल बनवाना	2   [1 + 1]	
9	(i) भूपेन्द्र जैसे लोगों के प्रयत्न / स्वच्छ जल अभियान शुरू किया।	1	
	(ii) कुएँ खुदवाकर लड़कियों को स्वावलम्बी बनाना।	1	

Question	Answer	Marks	Guidance
<b>Exercise 4, Question 10</b>			
<b>Count words and indicate when the 120 word limit has been reached. Do not award language marks if there is no content to reward.</b>			
10	<p>(i) स्टोनहेंज इंग्लैंड की विल्टशायर काउंटी में अवस्थित एक अत्यंत प्रसिद्ध प्रागैतिहासिक स्मारक है</p> <p>(iii) उसको बनाने के लिए दूर-दूर से पत्थर लाए गए थे जो अपनी बनावट के लिए प्रसिद्ध हैं</p> <p>(iii) अपने अद्भुत पुरातात्विक महत्त्व और अभूतपूर्व स्मारकों के चक्राकार जमघट के कारण सन 1986 में इसकी गणना 'विश्व-धरोहर स्थल' में की गई।</p> <p>(iv) इसके बारे में पुरातात्विकों की अलग-अलग मान्यताएं हैं कि डेनिश राजाओं के राज्याभिषेक का स्थल था।</p> <p>(v) सूर्यग्रहण की सूचना देने वाला खगोलीय या ज्योतिष-शास्त्र का संगणक</p> <p>(vi) पूर्वजों की पूजा करने का मंदिर ( कोई एक)</p> <p>(vii) इसे रोगों से छुटकारा दिलाने वाला एक पवित्र स्थान भी मानते हैं</p> <p>(viii) स्टोनहेंज के स्मारक नव-पाषाण काल के अंतिम भाग और कांस्य-युग के लोगों की जीवन शैली और मृत्यु के बाद किए जाने वाले अंतिम संस्कार की प्रथा को समझने में सहायक हैं</p> <p>(ix) खुदाई करने पर वहां रोमन काल की मिट्टी, पत्थर और धातु से बनी चीजें और सिक्के मिले।</p> <p>(x) सामान्यतः यह माना जाता है कि सूर्य की गतिविधि की सीध में बना एक प्रागैतिहासिक मंदिर है।</p> <p>(xi) प्रति वर्ष कर्क और मकर संक्रांति के समय यहाँ दूर-दूर से हजारों लोग आते हैं</p>	<b>10</b>	1 mark each for six points and 4 marks for language (see below)
	<p><b>Language</b> <span style="float: right;"><b>(up to 4 marks)</b></span></p> <p><b>0 marks:</b> meaning obscure because of density of language errors and serious problems with expression/nothing of relevance</p> <p><b>1 mark:</b> expression weak/reliance on lifting without discrimination</p> <p><b>2 marks:</b> expression limited/some reliance on lifting from the original, but some sense of order</p> <p><b>3 marks:</b> expression good, with attempts to group and sequence ideas in own words</p> <p><b>4 marks:</b> expression very good; clear, orderly grouping and sequencing largely in own words</p>		

Question	Answer	Marks	Guidance
<b><u>Exercise 5, Questions 11–14</u></b>			
11	गलत	1	
	औचित्य: क्रोकस के फूल के पराग से केसर बनता है	1	
12	गलत	1	
	औचित्य: क्रोकस के बीज सूरज की दिशा में पोरस, ढलाऊ और उपजाऊ मिट्टी में बोए जाते हैं	1	
13	सही	1	
14	गलत	1	
	औचित्य: फूल का कोई भी हिस्सा बेकार नहीं जाता/ पंखुरियों से सब्जी और डंठल से जानवर का चारा बनता	1	



Question	Answer	Marks	Guidance
<b><u>Exercise 5, Questions 15–16</u></b>			
<i>Remember that this exercise is marked for content (reading), not language.</i>			
15	लड़ाई में लगे घावों को ठीक करने के लिए	1	
16	(i) केसर की कटाई के समय सूफी संतों की याद में प्रार्थना की जाती है	1	
	(ii) पामपुर में उनकी याद में बना एक मकबरा है	1	

Question	Answer	Marks	Guidance
<b><u>Exercise 6, Question 18</u></b>			
18	<ul style="list-style-type: none"> <li>• <b>Content</b> covers <b>relevance</b> (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the <b>development of ideas</b> (i.e. the detail/explanation provided and how enjoyable it is to read).</li> <li>• <b>Language</b> covers <b>style</b> (i.e. complexity of vocabulary and sentence structure) and <b>accuracy</b> (of grammar, spelling, punctuation and use of paragraphs).</li> <li>• When deciding on a mark for content or language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. Then decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but does not quite make it into the band above.</li> <li>• When deciding on a mark for <b>content</b>, look at both <b>relevance</b> and <b>development of ideas</b>. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in one of the top three mark bands.</li> <li>• When deciding on a mark for <b>language</b>, look at both the <b>style</b> and the <b>accuracy</b> of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in one of the top three mark bands.</li> <li>• The <b>use of paragraphs</b> should <b>not</b> be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.</li> <li>• If the essay is considerably <b>shorter than the stated word length but <u>does</u> fulfil the task</b>, it should be put in mark band 5–6 for content.</li> <li>• If the essay is considerably <b>shorter than the stated word length and <u>does not</u> fulfil the task</b>, it should be put in mark band 3–4 for content or lower.</li> <li>• If the essay is <b>partly relevant</b> and therefore in mark band 3–4, the full range of marks for Language are available.</li> <li>• If the essay is <b>totally irrelevant</b> and has nothing to do with the question asked, it should be given 0 marks for Content and Language, even if it is enjoyable to read and fluent.</li> </ul> <p>एक लेख की रूपरेखा में पक्ष/विपक्ष में दिए तर्क सम्मत विचार जिसमें आरम्भ, मध्य भाग और निष्कर्ष हो</p>	<b>20</b>	

Question	Answer				Marks	Guidance
18	<b>GENERAL CRITERIA FOR MARKING EXERCISE 6</b>					
	<b>Mark band</b>	<b>CONTENT: relevance and development of ideas (AO: W1, W2, W6)</b>	<b>Mark band</b>	<b>LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)</b>		
	<b>9–10</b>	<p><b>Highly effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.</li> </ul>	<b>9–10</b>	<p><b>Fluent:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</li> <li>• <b>Accuracy:</b> None or very few errors. Well-constructed and linked paragraphs.</li> </ul>		
<b>7–8</b>	<p><b>Effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</li> </ul>	<b>7–8</b>	<p><b>Precise:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable.</li> <li>• <b>Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</li> </ul>			

Question	Answer				Marks	Guidance
18	<b>Mark band</b>	<b>CONTENT: relevance and development of ideas (AO: W1, W2, W6)</b>	<b>Mark band</b>	<b>LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)</b>		
	5–6	<b>Satisfactory:</b> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions.</li> <li>• <b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</li> </ul>	5–6	<b>Safe:</b> <ul style="list-style-type: none"> <li>• <b>Style:</b> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</li> <li>• <b>Accuracy:</b> Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.</li> </ul>		
	3–4	<b>Partly relevant:</b> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience.</li> <li>• <b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition.</li> </ul>	3–4	<b>Errors intrude:</b> <ul style="list-style-type: none"> <li>• <b>Style:</b> Simple structures and vocabulary.</li> <li>• <b>Accuracy:</b> Meaning is sometimes in doubt. Frequent distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.</li> </ul>		

Question	Answer				Marks	Guidance
18	<b>Mark band</b>	<b>CONTENT: relevance and development of ideas (AO: W1, W2, W6)</b>	<b>Mark band</b>	<b>LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)</b>		
	<b>0–2</b>	<b>Little relevance:</b> <ul style="list-style-type: none"> <li>• Limited engagement with task, but this is mostly hidden by density of error. Award 1–2 marks.</li> <li>• No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks. If essay is completely irrelevant, no mark can be given for language.</li> </ul>	<b>0–2</b>	<b>Hard to understand:</b> <ul style="list-style-type: none"> <li>• Multiple types of error in grammar/spelling/word usage/punctuation throughout, which most make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or inconsistent. Award 1–2 marks.</li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of Hindi writing. Paragraphs absent or inconsistent. Award 0 marks.</li> </ul>		